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EDUCATION WEEK

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'New Schools': Can They Make A 'Revolution'?

Some Harken Back To Previous Failures

By Robert Rothman

In describing their proposal to create "a new generation of American schools," architects of President Bush's America 2000 strategy invoked historical analogies to explain how it could create a "revolution" in American education.

To Secretary of Education Lamar Alexander, the new schools would "invent the telegraph" and make the Pony Express obsolete, not find a way to make horses go faster to San Francisco.

Citing a more recent example, Denis P. Doyle, senior fellow at the Hudson Institute, who helped draw up the plan, compared it to the interstate-highway system.

Rather than widen existing roads, he said, the Eisenhower Administration proposed, "'Let's leave old Highway 40 in place and build I-80."

In the process, Mr. Doyle added, "it created a social revolution that changed the face of America and knitted the country together."

Many educators agree that the plan has the potential to stir educators' creative juices and spur a host of innovations. By opening the process to entities outside the

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AP/Wide World Photos

Secretary of Education Lamar Alexander briefs, from left, Paul H. O'Neill of the Aluminum Corporation of America, Gov. Carroll A. Campbell of South Carolina, and Gov. Roy Romer of Colorado on the President's America 2000 plan.

Businesses Sign On to Bush Plan, But Many Also Raising Concerns

By Jonathan Weisman

In the two weeks following President Bush's call for a privately funded corporation to spur the design of "a new generation" of schools, the business community has rapidly mobilized in an effort to transform the vision into a reality.

But, even as business leaders have moved to meet the President's challenge, some members of the business and philanthropic communities are questioning the role of business in the enterprise and its agenda for change.

Under Mr. Bush's America 2000 plan, business leaders have pledged to establish a nonprofit organization called the New American Schools Development Corporation and to raise $150 million to $200 million for the research-and-development work needed to design the new schools.

But in interviews last week, philanthropists and members of the business community expressed four main concerns about the President's strategy. They question:

- Whether the federal government is shirking its responsibilities for improving

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Judge Halts Plan To Close Schools In Calif. District

State Ordered To Ensure 'Equivalent' Education

By Peter Schmidt

A California judge last week averted the bankrupt Richmond school district's planned shutdown of its schools by ordering the state to do whatever is necessary to keep the system operating.

Judge Ellen S. James of Superior Court in Contra Costa County ruled that the state, by allowing Richmond schools to close six weeks early, would be failing to meet its constitutional obligation to provide students there with a public education "basically equivalent" to that offered elsewhere in the state.

The judge ordered the state to ensure that students in the Richmond Unified School District "are not deprived of six weeks of public education while others within the state are not so deprived."

"How these defendants accomplish this is up to the discretion of the defendants," Judge James said.

Education-finance experts said last week that the judge's decision was the first in which a court had ordered a state to maintain a struggling district. Analysts cited the ruling as a major precedent for California, where at least 20 districts are financially troubled, and potentially for other states, which now may see themselves as having a

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Mike Groll

Linda Chavez, chairman of the National Commission on Migrant Education, at the panel's meeting last week in Buffalo, N.Y.

Migrant-Education Commission Is Eyeing Major Changes in Records-Transfer System

By Millicent Lawton

BUFFALO, N.Y.—Some two months before adopting its final recommendations, the National Commission on Migrant Education is apparently preparing to call for significant changes in the national system used to transfer the academic and health records of children of migrant and seasonal farmworkers.

The changes under consideration include the use of financial sanctions to effectively mandate full participation by the states in the Migrant Student Record Transfer System.

"I think the system is sufficiently imperfect now that we could be doing a lot better," Linda Chavez, chairman of the commission charged by the Congress with scrutinizing the federally financed system, said last week.

"What we're talking about is a major overhaul" of the records-transfer system, she said.

In a business meeting held here April 28 in conjunction with a public hearing by the commission and a national multi-agency conference on migrant farmworkers, 6 of the panel's 12 members reviewed and debated a draft of five recommendations to improve the computer-based network.

The commission's specific recommendations are still "pre-decisional," Ms. Chavez said. The panel is scheduled to complete its deliberations before July 1 in order to meet

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Rule on Christianity For Faculty, Trustees Splits Atlanta School

By Mark Walsh

A longtime policy requiring that its faculty and board members be Christian has caused a rift at the respected Westminster Schools in Atlanta.

Critics argue that the rule is an outdated barrier to diversity, while its defenders believe it is central to the fundamental religious mission of the independent, nondenominational school.

Opponents of the policy, including several members of the school's board of trustees who pressed the issue, have apparently lost for now. The board in December defeated a proposal to change the requirement.

But those who would like to open up the board and the school's faculty to non-Christians are vowing to fight on.

"I don't know what the next step is, but I'm going to continue to speak my mind on this matter," James C. Kennedy, the board member who proposed changing the policy, said in an interview late last month.

The issue has received an extensive and sometimes acrimonious public airing in the

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Also in the news

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Judge Garrity has reopened the landmark desegregation case to examine the number of minority teachers.

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Kentucky officials are seeking someone to operate perhaps the nation's most ambitious student-assessment program.

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The Education Department is shifting funds from two research awards to help fund Mr. Bush's education plan.

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Urban educators in Britain encounter many of the same challenges faced by their U.S. counterparts, and American educators can learn from them, a new report says. **Page 4.**

Appeals Denied
A federal appellate court has turned back five attempts by the State of Missouri to relinquish court-ordered responsibilities for desegregating the Kansas City schools. **Page 5.**

Another Step Toward Merger
The representative body of the National Education Association affiliate in Wisconsin has approved a pact that could lead to a merger with the union's American Federation of Teachers rival. **Page 8.**

Save the Raises
If teachers had their way, most of them would cut money from administration, supplies, and support services in favor of continued fair salary increases, a new survey has found. **Page 9.**

Museums and Science Study
The Howard Hughes Medical Institute is offering $6 million in grants to aid programs in science and children's museums that interest young children in the subject. **Page 11.**

Return to Sender
The Agriculture Department has rejected several proposals that administrators of school food services believe would reduce the paperwork burden of school-meals programs. **Page 18.**

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ACROSS THE NATION

STATES

Fla. Supreme Court Upholds Local Impact Fees for Schools

Florida school districts trapped between tight budgets and burgeoning enrollments may find some relief in a state supreme-court decision that allows schools to collect impact fees from developers.

The court last month approved a levy launched three years ago in St. Johns County, where impact fees had previously benefited road, sewerage, and water budgets. The fees have provided $1.2 million, which has been held in escrow pending judicial approval.

School officials said last week the money will fund two new elementary schools and other construction projects in the district.

The court's ruling will require municipalities to join counties in levying the school impact fees in most Florida counties. While St. Johns officials have to reach such an agreement with the city of St. Augustine, a top administrator said that the ruling offers Florida schools a chance to keep pace with growth that has surpassed existing local and state funding ability.

"There are a lot of districts lined up and ready to go now," said David Toner, assistant superintendent for operations in St. Johns. He said that while the district awaits word on whether it can spend the impact-fee receipts it holds in reserve, "As much as we would hate to lose it, we really are much more interested in the millions it will collect for us in the years to come."

■ **Virtually every adult in Oregon can read and pick information out of a newspaper sports story, but fewer than one-fifth can comprehend a bus schedule**, a state survey of adult literacy has shown.

Results of the poll, in which interviewers questioned 2,000 people ages 16 to 65, were released late last month by Oregon officials. They described it as "the first statewide comprehensive adult literacy test in the nation."

The survey, developed by the Educational Testing Service, found that:

- 97 percent of adults in the state can consistently find specific information in a news article.
- 75 percent can identify information in a graph.
- 37 percent can calculate correct change when paying for a meal.
- 35 percent can figure out the right dosage of medicine for a child, given weight-and-age information.
- 18 percent can use bus arrival and departure timetables to pick the right bus to ride.

Results from a similar survey conducted by the state of Mississippi are slated for release later this month. A Mississippi official said his state surveyed residents ages 16 to 75 and found that fewer than 5 percent are unable to read and write.

A similar test is to be conducted nationwide next year, according to the National Governors' Association.

■ **The state of Oklahoma has withheld $2.8 million in aid to school districts that failed to meet a legislative mandate to reduce class sizes.**

A spokesman for the state Education Department said last month that 98 districts, or 16 percent of the state's 588 school systems, were penalized because they failed to meet the enrollment caps.

The fines ranged from the $78 penalty levied against the Lukfata public schools to a $785,190 fine imposed on the Oklahoma City school system.

The state's Education Reform and Funding Act of 1990 limits enrollment in each kindergarten classroom to 24 students, permits a maximum of 21 students per classroom in grades 1 to 3, and allows 23 students per class in grades 4 to 6.

"We really think that this will be the worst [year] for penalties," said Jon Dahlander, a spokesman for the department.

He noted that districts were being penalized for the pupil-to-teacher ratios that existed in the 1989-90 school year and that many are using new state funds to bolster their teaching forces in order to conform to the mandates.

Some spokesmen for local districts argued, however, that they will be hard-pressed to meet the mandates with existing resources.

Mr. Dahlander also noted that the department took advantage of accountability provisions in the funding bill to make public the names of the offending districts.

"This is not the first time that . . . school districts have been penalized," he said. "But this is the first time that we have publicized it."

■ **The New York State Board of Regents has approved a requirement that all schools devise five-year plans to improve education.**

Under a board resolution passed late last month, schools have been given a 1993 deadline for developing five-year plans that must include new student standards and funding priorities.

The new requirements are designed to encourage schools to raise expectations for students above the minimum standards. They will not represent an unnecessary administrative burden and many good schools already develop such plans routinely, Commissioner of Education Thomas Sobol said.

The regents last month also gave local boards of education a 1993 deadline for writing districtwide plans to involve teachers and parents in school decisionmaking.

DISTRICTS

Tornado Damage May Force Closing Of Okla. District for Rest of Year

An Oklahoma school district, its school buildings decimated by a tornado, may be forced to cancel classes for the rest of the school year.

The Oologah-Talala schools, which serve 1,200 K-12 students in Rogers County, suffered severe damage when a tornado whipped through the area on April 26. "Every building that wasn't completely destroyed was damaged," said Robert Boyd, the district's assistant superintendent.

The system's entire fleet of 23 buses was also destroyed when its bus barn was flattened. The 179-square-mile district relies heavily on buses for student transportation.

Preliminary estimates of the damage to school property are as high as $10 million.

The district school board has asked the state board of education to cancel the remaining 23 days of the school year so that it can concentrate on readying the school to resume classes for the next school year,

Haute Cuisine à l'École

Julia Child would be so pleased. Courses in la haute cuisine have come to New York City schools.

Richard Grausman, a cooking teacher for 25 years, was alarmed by students' ignorance of even the most basic cooking techniques. "I heard disturbing reports about families not eating together, cars with microwave ovens; . . . that's bad news for a food educator."

Armed with $175,000 worth of donated cookware and ingredients, Mr. Grausman has toured eight New York City high schools since February, divulging the savory secrets of such dishes as canard à l'orange and tarte alsacienne to eager home-economics teachers and students alike.

"This is a great experience for students who aren't going on to higher education," a pleased Mr. Grausman says.

To help those students along, Mr. Grausman has developed several scholarships and awards related to his palatable program, among them a $12,750 scholarship to the prestigious French Culinary Institute in Manhattan. Students from the eight schools will compete for the scholarship. Aspiring chefs who complete the yearlong course at the institute routinely land jobs in top restaurants in the city.

Loel Barr

Mr. Grausman says he hopes to expand his gastronomic program to schools in Minnesota, Ohio, and Colorado.

Among his epicurean converts is Elizabeth Martinez, a senior at Julia Richman High School in Manhattan, who initially had planned a career in nursing but decided to become a pastry chef after getting a taste of Mr. Grausman's cooking class.

Anticipating her first year at New York Technical School for Hotel Management, she admits that French cuisine seemed like "heavy stuff" at first. As for her mouth-watering vocation, Ms. Martinez looks forward to "creating something that makes you and me feel good at the same time."

—S.K.G.

which starts on Aug. 12.

A panel from the Oklahoma Department of Education surveyed the damage last week, but had not yet made a decision on the district's request.

Noting that more than 100 families in the area lost their homes to the storm and that students are experiencing considerable distress, Mr. Boyd said that the first priority must be human needs. "I think we need to be sensitive to the trauma of the students," he said, and make schooling a second priority for now.

■ **The Rockford, Ill., school system has agreed to spend $22 million to upgrade and better integrate district schools** in order to settle a discrimination suit brought by parents.

The agreement between the district and a coalition of parents who filed suit in 1989 was approved by U.S. District Judge Stanley Roszkowski late last month.

The school system has agreed to reopen two schools that were closed in the 1980's, spend about $6 million over three years at 15 schools for extra educational assistance to low-income and disadvantaged children of all races, and have three magnet schools in operation by the end of 1993, said John Schmidt, a lawyer for the district.

School boundaries will be revised, but "there's no forced busing in this order," he emphasized.

He noted that, although the judge approved the agreement, court supervision of the schools will continue indefinitely.

The 27,000-student school district, the state's second-largest, is about 30 percent minority and 70 percent white.

■ **Hundreds of students in Prince George's County, Md., are being bused to schools racially similar to ones in their own neighborhoods**, according to a study released late last month.

But of the 1,650 students who could attend schools closer to home, only 850 will be reassigned next school year because of inadequate classroom space, school officials said.

Eighteen years after a federal court ordered the county to desegregate its public schools, nearly 12,000 Prince George's students, or 11 percent of those now enrolled, are still being bused along patterns drawn up in 1973, when the district was predominantly white. Black students now make up about two-thirds of the district's enrollment.

The county's school board commissioned the study last December in response to parents who complained that their children were being bused to schools that were almost ethnically identical to their neighborhood schools.

School-board members have said that perhaps thousands of students ultimately could be reassigned without jeopardizing the court's requirement that the majority of county schools be 10 percent to 80 percent black.

■ **A panel of religious leaders in Cranston, R.I., has begun a campaign to eliminate youth sports activities that conflict with Saturday and Sunday religious services.**

The Cranston Clergy Association, consisting of about 30 Roman Catholic priests, Protestant ministers, and Orthodox rabbis, has called on parents to pressure youth coaches to avoid scheduling practices and games on weekend days, which they contend forces children to choose between sports and religion.

"We are not anti-sports by any means, but games can be scheduled so as to not conflict with religious services," said Luke M. Pederson, pastor of the Calvary Covenant Church and president of the association.

In the past, clerical leaders in the city of 76,000 have expressed their concern to civic officials and sports organizers without getting results, Mr. Pederson said. Thus, they have written to parents, urging them to press coaches to avoid scheduling sports events on Saturday evenings and Sunday mornings.

UPDATE

■ **High-school students in New Orleans have begun a petition drive to encourage the Louisiana legislature to pass a law that would exempt students from having to dissect animals in science classes.**

The students, many of whom attend Benjamin Franklin High School, launched their effort last month in the hope of convincing legislators that Louisiana should follow a precedent established by the state of California.

Under the California law—the first of its kind in the nation—students may be excused from dissection without penalty, but generally make up the work with a comparable activity.

Officials for California's education department note, however, that the law has not led to any exodus of students from dissection.

The effort in Louisiana apparently is not connected to a national effort undertaken by People for the Ethical Treatment of Animals, a Washington D.C.-based animal-rights group, to apply pressure at the "grassroots level" to have dissection banned from curricula across the country. *(See Education Week, Feb. 20, 1991.)*

The American Medical Association has publicly criticized that effort as "anti-science."

■ **The Fairfax Christian School of Vienna, Va., has finally opened, after a nearly three-year struggle with the county government over permits and zoning.**

The school, run by Robert L. Thoburn, a former state delegate and the head of one of Northern Virgina's wealthiest and most politically active conservative Christian families, held classes in its new three-building campus on April 22. A judge ruled in 1988 that the Thoburns did not have permits to operate a school on a 29-acre site that was zoned for residential use, and that the buildings did not meet school safety standards.

The Thoburns filed suit, charging that county officials harassed and discriminated against them because of their religious beliefs. A federal district judge dismissed those claims. *(See Education Week, May 23, 1990.)*

The county later approved the site for the school, but took 19 months to approve a site plan for the buildings, according to John M. Thoburn, project manager of the school. The cost to renovate the buildings to meet county regulations was $1 million, he said.

DIMENSIONS

Where S.A.T. Scores Go

Black and white high-school seniors who took the Scholastic Aptitude Test last year differed sharply in the schools they chose to send their scores to, according to unpublished data compiled by the College Board.

Pennsylvania State University was the leading choice of white students, 6.8 percent of whom sent their S.A.T. scores to the school. Howard University was the most popular choice for black test-takers, 13.9 percent of whom asked for their scores to be sent there.

Among the top 15 choices, blacks and whites had only three common selections—Florida State University, Syracuse University, and the University of North Carolina.

College Board officials caution that the figures represent the four choices S.A.T.-takers make when they register for the test, and do not represent completed applications. The figures, they said in a statement, "should not be taken as general indicators of popularity."

Where Seniors Sent Their S.A.T. Scores, 1990

Black Seniors

	School	Number of Seniors	Percentage of all blacks who took S.A.T.
1	Howard University	12,843	13.9
2	Hampton University	10,682	11.6
3	Spelman College	7,294	7.9
4	Florida A & M University	5,635	6.1
5	North Carolina A & T	5,553	6.0
6	Virginia State University	4,614	5.0
7	North Carolina State	4,513	4.9
8	Florida State University	4,330	4.7
9	North Carolina Central	4,282	4.6
10	Clark-Atlanta University	4,218	4.6
11	Morgan State University	4,186	4.5
12	Syracuse University	4,108	4.5
13	Morehouse College	4,045	4.4
14	Georgetown University	3,664	4.0
15	University of North Carolina	3,658	4.0

White Seniors

	School	Number of Seniors	Percentage of all whites who took S.A.T.
1	Pennsylvania State	43,276	6.8
2	Florida State University	26,778	4.2
3	University of North Carolina	26,564	4.1
4	University of Texas	25,056	4.1
5	UCLA	25,085	3.9
6	Boston University	24,695	3.9
7	University of Virginia	24,031	3.8
8	University of Florida	23,425	3.7
9	Indiana University	22,696	3.5
10	Duke University	22,606	3.5
11	Texas A & M University	21,038	3.3
12	Syracuse University	20,032	3.3
13	Cornell University	20,805	3.2
14	UC-Santa Barbara	18,810	2.9
15	University of Notre Dame	18,549	2.9

Source: The College Board

many of the 75 vacant administrative positions to be eliminated under a district plan were, in fact, instructional positions.

R. David Hall, president of the school board, pointed to stringent personnel regulations under which employees can be released only through attrition as one reason for the staff increase.

To help reduce its staff and budget problems, the district last week announced a plan to offer $10,000 cash bonuses to qualified employees who retire before July 1. Officials estimate that some 380 to 500 senior staffers will opt to participate in the plan.

■ **Despite losing student population during the 1980's, the District of Columbia public-school system gained 1,110 employees between September 1990 and January 1991,** according to independent analyses by the city council and a school-advocacy group.

The city council's report, published in March, charges that former Superintendent Andrew E. Jenkins failed to keep his promise to decrease the size of the district's administration and to eliminate some staff positions.

Jim Ford, a city-council member, noted that the school system's hiring practices evade Congressional limits on full-time employees by creating "temporary" and "temporary-indefinite" positions. Of the 1,110 new positions, nearly half are temporary positions, either full-time or part-time.

An analysis by the group Parents United for the D.C. Public Schools charged that

■ **The local affiliates of the American Federation of Teachers and the National Education Association in Rosemount, Minn., have signed an agreement to merge forces by next year.**

In the first step of the process, officials of the Rosemount Education Association and the Rosemount Federation of Teachers signed a "unity agreement" in March and formed a joint negotiating team to review contract proposals for teachers in School District 196.

The A.F.T. local has 807 members and the N.E.A. local 509.

The full merger is expected to be completed by January. It will be the first such merger in the state between members of the Minnesota Education Association and the Minnesota Federation of Teachers. It will also be one of only a handful of such mergers in the nation.

The A.F.T. local has represented all teachers in the district since 1979. In April 1989, its N.E.A. rival won a collective-bargaining election by one vote. The teachers' federation challenged that victory and a state board ruled that a second election should be held.

The federation won the second election. The state court of appeals ruled that the association had won the first election, but the state supreme court held that the results of the second were valid. Last November, the two unions decided to begin merger talks.

Both the state and national unions must approve the merger.

Correction

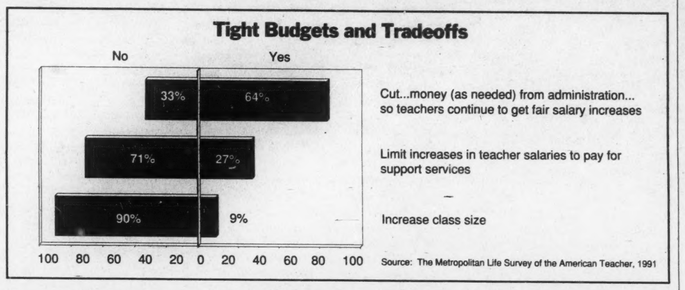
In the March 27 issue the location of ETR Associates was incorrectly reported. The firm is located in Santa Cruz, Calif.

64% of Teachers Back Cuts To Keep Pay Hikes, Survey Finds

By Ann Bradley

If teachers were responsible for making budget decisions in this time of limited resources, 64 percent of them would "cut as much money as necessary from administration, supplies, and support services so that teachers could continue to get fair salary increases," a new survey has found.

The 1991 Metropolitan Life Survey of the American Teacher found that 59 percent of the 1,000 public-school teachers interviewed by the polling firm Louis Harris and Associates would reduce the number of special classes and activities to protect their school's core curriculum.


Tight Budgets and Tradeoffs
No
Yes
33%
64%
Cut...money (as needed) from administration... so teachers continue to get fair salary increases
71%
27%
Limit increases in teacher salaries to pay for support services
90%
9%
Increase class size
100 80 60 40 20 0 20 40 60 80 100
Source: The Metropolitan Life Survey of the American Teacher, 1991

The most unacceptable option for dealing with a tight budget was increasing class size, which was favored by only 9 percent of the teachers surveyed.

Despite nearly a decade of sustained national interest in improving the nation's schools, the survey found a high degree of satisfaction with the quality of schools among teachers. Forty-five percent said they thought that the quality of education in their school was excellent, while 49 percent rated it as good; the rest gave their schools fair or poor marks.

Teachers also were quite satisfied with their ability to teach students coming from a variety of ethnic backgrounds, despite the poor achievement levels of many minority youngsters that have led policymakers to call for new instructional strategies for diverse learners.

Only 13 percent of teachers surveyed said that better training for working with students and families from a variety of ethnic backgrounds would have helped them when they began teaching.

Asked what would be of most help now, 54 percent of the teachers surveyed cited smaller classes and better supplies and educational materials. More opportunities for working collaboratively with other teachers was named by 21 percent of the respondents, while 23 percent said training and support for dealing with students' social problems would be helpful now.

Finance-Reform Questions

Asked about various proposals for improving school financing, 75 percent of the teachers surveyed endorsed the idea of providing "greater financial assistance to schools with more poverty and students with more educational problems than to schools that have students who are better off."

An overwhelming majority of teachers, 85 percent, rejected the idea of linking funding increases to the performance of students in schools.

Opposition to funding schools based on student performance was "uniformly strong among all teacher groups," the survey found, including 80 percent of teachers who said they worked in schools of excellent quality, which presumably would benefit from such a funding arrangement.

Teachers were evenly split over the question of whether all schools should receive the same amount of state assistance, regardless of the school district's own resources.

In a substantial change from the findings of the 1989 Metropolitan Life teacher survey, only 19 percent of the teachers surveyed this year said they were "very likely" (9 percent) or "somewhat likely" (10 percent) to leave teaching in the next five years.

In 1989, when asked the same question, 33 percent of teachers said they were "very likely" or "somewhat likely" to leave the profession.

This year, 56 percent of the teachers responding said they were "not at all likely" to leave teaching, while 25 percent said they were "not very likely" to leave. In 1989, 40 percent of teachers said they were "not at all likely" to quit their jobs.

The survey noted that the weak state of the economy could be making teaching a more attractive occupation than it is when the economy is stronger and teachers have more options to pursue outside the classroom.

Teachers who reported that they were considering leaving teaching in the next five years cited the difficulty of teaching students with social problems, the need to make more money, and the lack of support from school administrators as influencing their thinking.

SCHOOL RESTRUCTURING: A CURRENT SURVEY OF PRINCIPLES & PRACTICES

Over 40 school restructuring initiatives in city, suburban, and rural systems are described in this concise survey report. For easy accessibility, the varied types of restructuring activities are classified within four broad categories of application. A summary of prevailing principles inherent to school restructuring is included. Contact names, addresses, and telephone numbers are provided for each restructuring activity described.

Price: $10.50 prepaid
$14.50 postpaid (purchase orders only)

Philip Gates & Associates
8538 E. Montebello Ave.
Scottsdale, AZ 85250
Telephone: 602/948-8985

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Time: 8:30 a.m. - 4:00 p.m.
Location: Holiday Inn Jetport, Newark Airport, Newark, New Jersey
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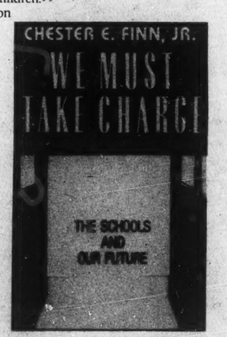
NEW FROM THE FREE PRESS

"This book saved me six months. It explains the educational successes and—more to the point—the failures of the 1980s and frames the Nineties debate better than anything else I have seen. *We Must Take Charge* is valuable reading for any citizen or educator worried about our schools and our children."
—**Lamar Alexander**, U.S. Secretary of Education

WE MUST TAKE CHARGE
Our Schools and Our Future
Chester E. Finn, Jr., *Educational Excellence Network, Vanderbilt University*



Despite the massive spending invested in our public schools over the past decade, education in America has continued its decline. In this spirited call to arms, Chester Finn exhorts Americans from all walks of life to take control of our degenerating public education system before it's too late. Finn reasons that so long as most Americans suppose that the children who are educationally "at risk" belong to someone else, we aren't going to alter our own behavior or that of our children or our schools. He notes that the system continues to lack accountability and quality control, while the teaching profession is compromised by bad ideas, fads, buck-passing, dubious theories, and stodgy practices. Finn calls for radical changes, proposing that we reorganize education according to the outcomes which we seek for it through national standards, testing, curriculum, and enhanced responsibility for professional educators. Challenging and candid, this book will point the way for all those insisting on the best that our schools can offer.

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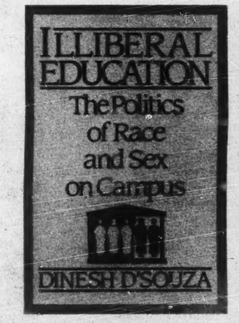

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